My
English 3
BOOK
SINDH TEXTBOOK BOARD

Contents

Contents

Unit 1.1: Oral Communication

Introduce yourself and others.

By the end of this section, the students will be able to:

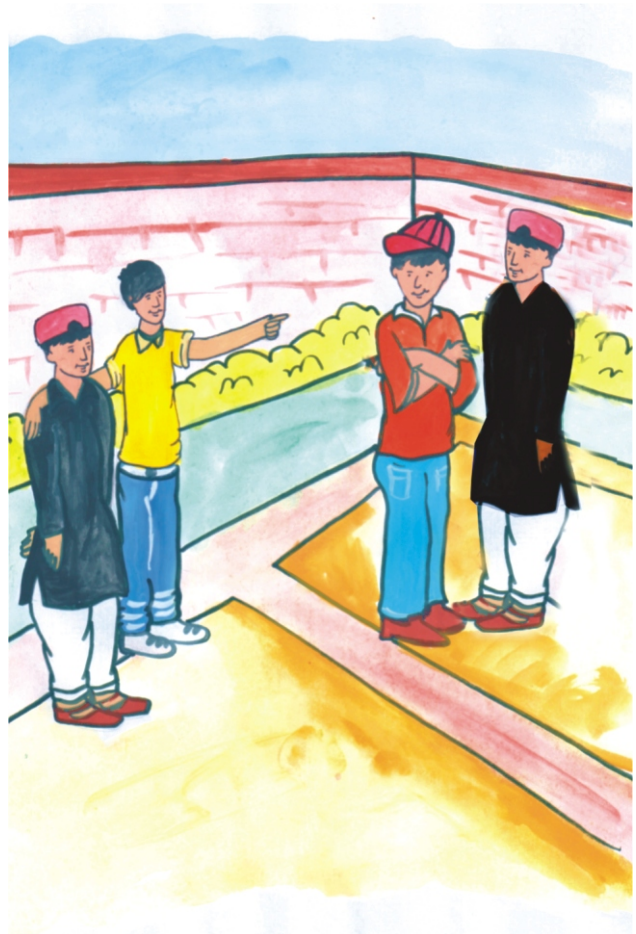
- Use appropriate expressions to offer and respond to greeting, introduce themselves and others
- Respond appropriately

Jamil: Hello Majid,
how are you?

Majid: I'm good, thanks.
Please, meet my cousins,
they are from Lahore.

Salim: Hello, I'm Salim.
How are you?

Ahmed: And I'm Ahmed.
How are you?

Jamil: I am fine, thanks.
Nice to meet you, Salim.
Nice to meet you, Ahmed.

Activity: In groups of four practice the dialogue. Use your own names.

Note for Teachers: Read the dialogue with the class. Tell the students to practice the dialogue in groups. Encourage them to use their own names "How are you" and "How do you do" mean the same. "I'm good" and "I'm fine" mean the same.

1.2: Reading Comprehension

By the end of this section, the students will be able to:

- Use pre-reading strategies some words that might occur in a text by looking at the picture/title.
- Locate specific factual information to answer short questions based on the text.
- Find out the characters in a story and give brief general comments about them.

Pre-reading

Who is a Farmer?

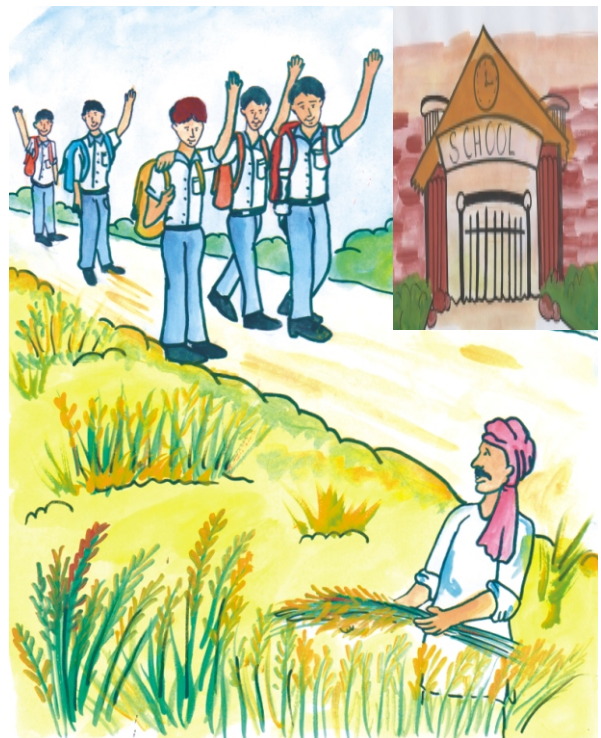
Where does a farmer work?

Look at the picture what is the farmer doing?

Reading Text

The Treasure

A farmer had five sons. He worked on his fields alone. He sent his sons to school and gave them everything they needed. They became strong, young men. But they were lazy and selfish. They fought with one another all the time.

When the farmer grew old, he became worried. He wanted his sons to work and love one another. One day he called his sons and said, "I am very old; I cannot work any more. There is no money for food. Now, you have to work."

Note for Teachers: Ask students who a farmer is, where he works and who helps him in his work. First, explain the meaning of the word 'treasure'.

1.2: Reading Comprehension

His sons were angry. No one wanted to work. **They** started shouting and fighting. The old farmer said, 'Stop fighting! **I** will tell **you** a secret. There is gold in the field. Go and find **it**.' The boys dug up the field but there was no gold. **They** were tired and upset.

The farmer said, 'sow some seeds in the field. Very soon you will have your gold.' The young men were very sorry. They sowed the seeds and had a good crop. They sold it in the market for a good price. As a result, they decided to work hard and not to fight with one another.

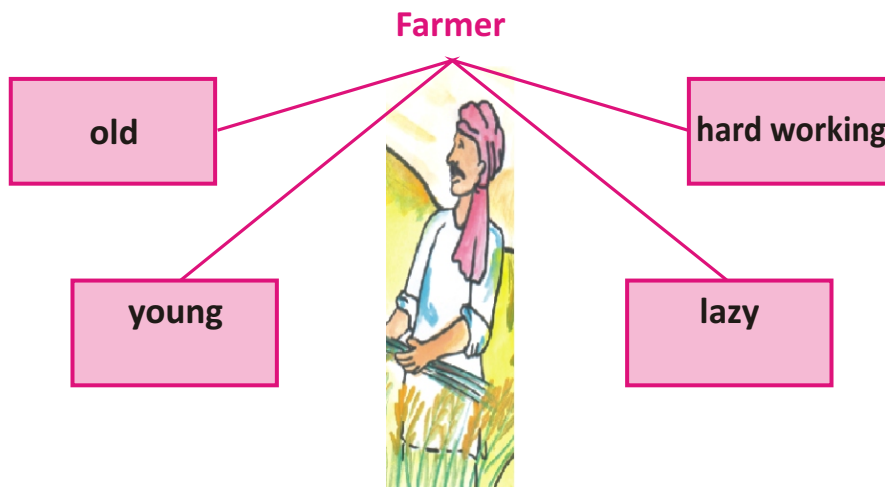
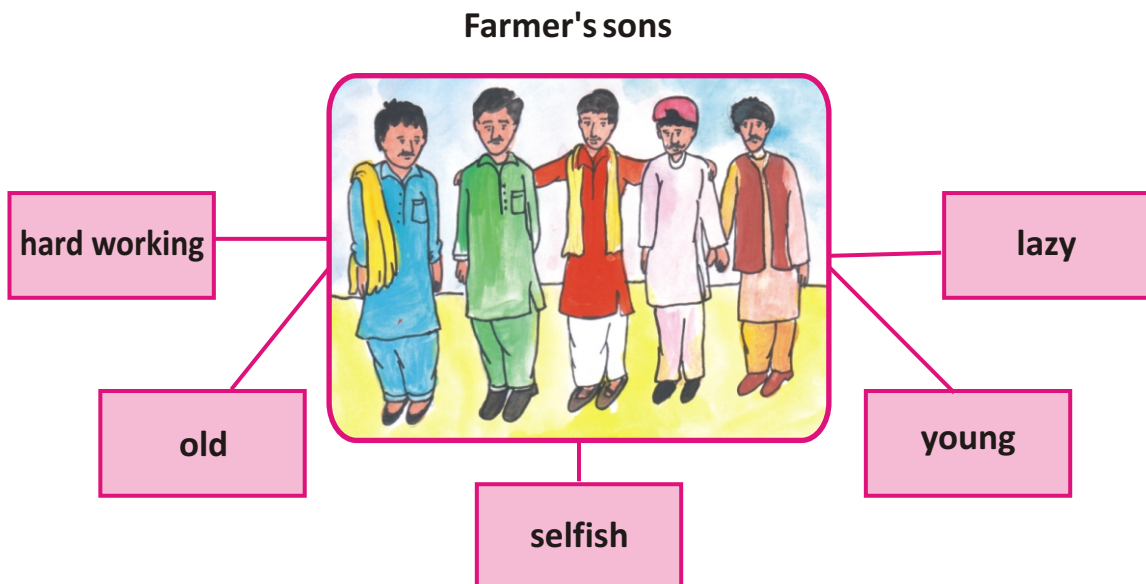
Note for Teachers : Read the story aloud to the students. Encourage them to follow you. Discuss the pictures with them as you read the text aloud.

1.2: Reading Comprehension

While Reading

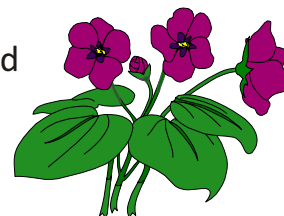
Activity I

a) There are six people in this story. Who are they?

b) **Tick the words that describe farmer.**

c) Cross the words that do not describe the farmer's sons.

1.2: Reading Comprehension

Activity III

Match the words in column A with their meanings in column B.

	A	B
Example:	**hard working**	caring about oneself
	selfish	money, gold etc.
	Lazy	something you don't tell everybody
	sow	**someone who works hard**
	Secret	those who do not like to work
	good price	put seeds in the ground
	treasure	lots of money

1.2: Reading Comprehension

Activity IV

Read the text and complete the sentences in Column A by choosing the parts from Column B.

Sr. No.	Column A	Sr. No.	Column B
1.	The farmer worked alone in the field because	a.	there was gold in the field.
2.	When he told his sons to work they became angry because	b.	they had a good crop which they sold for a good price.
3.	The farmer told his sons to dig the field because	c.	sow some seeds in the field.
4.	After they had dug the field the farmer told them to	d.	he wanted his sons to go to school.
5.	The sons decided to work hard as	e.	they did not want to work.

Write the answers here. The first one has been done for you.

1. __d__ 3. _______ 5. ______

2. ______ 4. _______

Activity V

Now write the five complete sentences in your note book. The first one has been done for you.

1. The farmer worked alone in the field because he wanted his sons to go to school.

Unit 1.3 a: Language Practice

Apostrophe 's

By the end of this section, the students will be able to:

- Recognize and use apostrophe to show possession.

Read the text given below and underline the nouns.

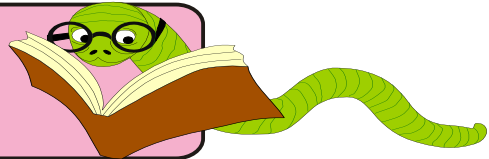
Going for a Picnic

Salma and her family are going for a picnic. They put the food and drinks in a picnic basket. Father puts the breakfast in the car. The car is old. Its colour is red. It can go fast and far. Salma takes her skipping rope. Farid takes his football. Father takes his camera. Mother takes her purse. They take their radio. Father will drive the car to the farm.

Note for Teachers: Remind students what words are: nouns eg: father, Salma, car etc.

Unit 1.3 a: Language Practice

Answer the questions using the words from the box:

Salma's	*Farid's*	*father's*
mother's	*family's*	

Example: Whose skipping rope is it?

It is **Salma's** skipping rope.

1. Whose football is it?

   It is ________ football.

2. Whose purse is it?

   It is ________ purse.

3. Whose camera is it?

   It is _________ camera.

4. Whose car is it?

   It is the _________ car.

5. Whose radio is it?

   It is the __________ radio.

Note for Teachers: Before asking the students to do this exercise, discuss the use of the apostrophe, on the black board.

Unit 1.3 a: Language Practice

Use [’s] to show that something belongs to someone.

Now, rewrite these sentences using 's for the underlined words.

Example: The <u>colour of a parrot</u> is green.

The **parrot's colour** is green.

1. The <u>trunk of an elephant</u> is long

____

2. The <u>roar of a lion</u> is loud.

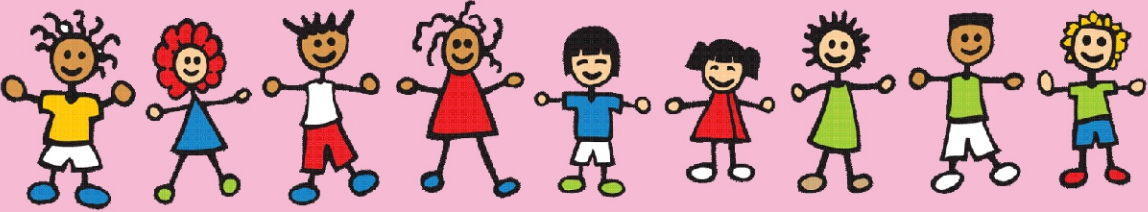
____

3. The <u>neck of a giraffe</u> is long.

____

4. The <u>home of a bird</u> is a nest.

____

Note for Teachers: Teach students that a sentence can be written in a both ways like in example when it is in possessive mode with noun, apostrophe is inserted.

1.3 b: Language Practice

By the end of this section, the students will be able to:

- Show possession by using pronouns.
- Recognize that pronouns agree with their noun in gender and in number.

I. Match the pronouns with their possessive forms in the box below:

Pronouns	Possessive Pronouns
I	her
You	his
He	mine
She	its
It	theirs
They	yours

1.3 b: Language Practice

II. Possessive Pronouns

Exercise : II Complete the sentences by filling mine, yours, ours, theirs, theirs

Example : The ball is Farid's
The ball is his.

1. It's your hat. It's ....

2. It's my car. It's ....

3. It's our house. It's ....

4. They're his trousers. They're ....

5. It's their anniversary. It's ....

6. They're your CD's; They're ....

1.3 b: Language Practice

III. Completes the dialogue. Fill in the blanks with possessive pronoun.

Ahmed : Whose wallet is this?

Amna: Let me see. I think it is................(Samina's).

Ahmed : Is it not.....................?

Amna : No. It's not.......................But I gave this to Javeria.

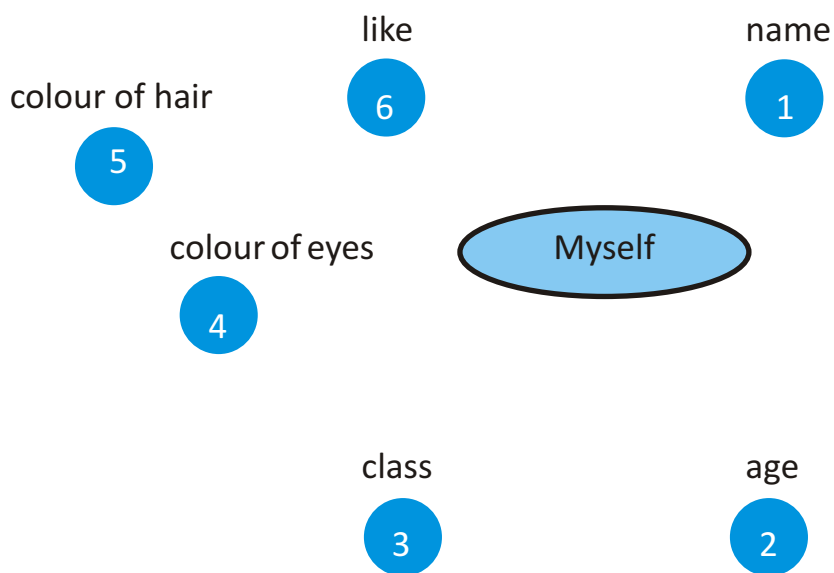
Ahmed : Oh, yes ! It is........................

Javeria : Oh! Wallet is .... Please give me.

1.4: Writing

By the end of this section, the students will be able to:

- Fill in the missing information to complete the mind map.

Activity I :

Complete the following sentences:

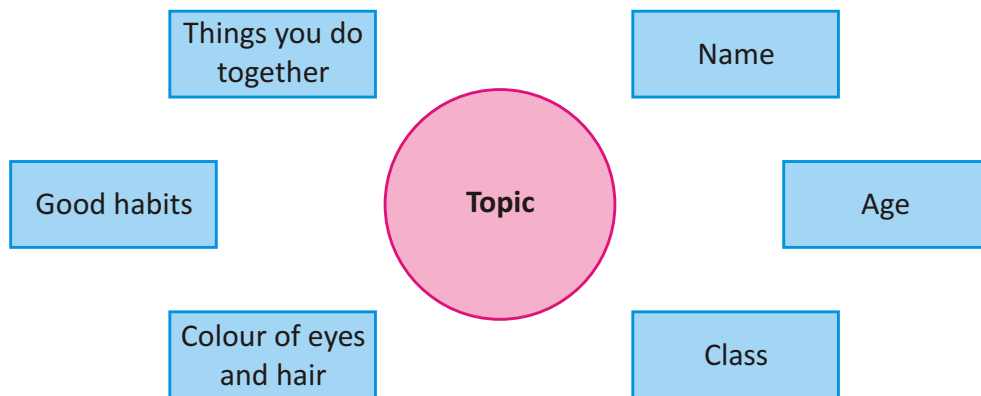
About Myself

1. My name is _______________.
2. I am ________ __________ old.
3. I am in _________ _________.
4. My eyes are ______ and _____ hair is ______.
5. I like _______________________________.
6. I do not like ___________________________.

1.4: Writing

Activity II

Make a mind map about a friend. Write your topic in the centre. In the boxes, write the words that tell your friend's name, age, class, colour of eyes/hair, good habits and things you do together.

Number the boxes in the order you want to write.

________________________________ (Title)

__________________________ (name) is my friend.

He is ____ .

____.

____.

____.

____.

____.

Note for Teachers: Make a mind map about 'Myself' on the board and complete it with the help of the students.

Unit 2.1: Oral Communication

By the end of this section, students will be able to:

- Greet and enquire about some one's health
- Give appropriate response when asked about their health

Oral Practice

Enquiring about health

Sana: Hello Razia.
Why were you absent yesterday?

Razia: Hello Sana. I wasn't feeling well.

Sana: What happened to you?

Razia: I had a fever.

Sana: Did you take any medicine?

Razia: Yes, I did.

Sana: How are you feeling now?

Razia: I am fine. Thank you.

Activity: Practice the dialogue with your partner pretend one of you has been absent from school.

Note for Teachers: Ask if any student was absent the previous day and why. Read the dialogue with the class. Tell the children to practice the dialogue in pairs. Encourage students to talk about: I had a cough, I was sick, I had a cold, I had a stomach-ache, I had a headache, etc.

2.2: Reading

By the end of this section, the students will be able to:

- Use pre-reading strategies to predict some words that might occur in a text by looking at picture title.
- Locate specific factual information to answer short questions based on the text.
- Use context to infer meaning.
- Provide missing words in a gapped summary.
- Relate what is read to their own experiences.

Pre-reading

What do you do in the break time?

What do you eat in the break?

From where do you get it?

Reading text

Healthy Eating Habits

Farah and Salma are good friends. They go to the same school. They are classmates too. Salma is strong and healthy. She likes fresh fruits and vegetables. Her mother cooks simple and tasty food. She loves her mother's cooking.

Farah is not strong. She is weak and thin. She does not eat simple food. She likes burgers and spicy food. At school, she eats spicy snacks and sweets. Farah and Salma sometimes share their food.

Note for Teachers: Ask students what they do in the break time. Ask students what they eat in the break and where they buy it from.

2.2: Reading

One day, Farah ate a spicy bun-kabab in the break. She also had a glass of sherbet and an ice-candy. She bought those things from outside the school gate. Soon, she fell sick.

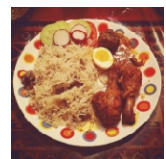
Next day, Farah did not go to school. She had a stomach-ache and fever. Her father took her to the doctor. The doctor gave her medicine. The doctor said to her, 'Take rest. Drink lots of water. No spicy food!'

In the evening, Salma and her mother came to see Farah. Farah said, 'I will never eat food sold outside the school gate. The doctor said that open food has germs. If we want to be healthy, we must eat healthy food.'

While Reading

Activity I

Read the story and tick ✓ the correct statement.

1. Farah and Salma are in the same school. ☐
2. Salma is weak and thin. ☐
3. Farah likes fresh fruits. ☐
4. Farah does not eat simple food. ☐
5. Sometimes they share their food. ☐

2.2: Reading comprehension

Activity II

Match the words in column A with their meanings in column B:

Example

Post-reading

Activity III

Fill the blanks given below by taking clues from the text you read on the previous page to complete the sentences.

a. Farah and Salma are ______________ friends.

b. Salma is strong and _______________.

c. Farah is _____________ and thin.

d. Salma loves food ____________ by her mother.

E. Farah loves to eat ______________.

Note for Teachers: Tell the students that the story they are going to read is about the food children eat at school. Read the story with the class and discuss the pictures as you read. Read each part separately on consecutive day.

2.2: Reading comprehension

II. Post Reading

Activity IV

Answer the following questions:

Example What did Farah eat one day?

Farah ate **a spicy bun kabab**.

1. What happened to Farah?

   Farah fell ___________________.

2. Why did Farah not go to school?

   Farah had _________________________.

3. What did the doctor give her?

   The doctor gave ______________________ .

4. What did the doctor tell Farah?

The doctor told her:

a. Take ______________________ .

b. Drink ______________________ .

c. Do not eat__________________ .

5. What did Farah promise not to do?

"I will never __________________.

____________________________."

Activity V

a) What do you eat in the break at school?

____________________________.

b) What will happen if you eat spicy food every day?

____________________________.

2.3: Language Practice

Imperative Sentences

- By the end of this section Students will be able to identify and use simple sentences that show instructions and commands

Activity I

Work with your partner and discuss the following phrases. Then write them in columns for things to do and things not to do.

Wash hands before meals, waste food, eat between meals, eat fresh food, play in dirty water, keep food covered, eat lots of sweets, throw rubbish on the road, drink clean water, thank Allah after having meals, brush teeth after meals.

Things to do	***Things not to do***
Example: Wash hands before meals	

Activity II

In your notebooks, write five sentences about things you should do and five things you should not do.

Example: We should not waste food.

Note for Teachers: Tell students about imperative sentences with its definition.

2.3: Language Practice

I. Write three things your parents generally tell you to do.

My parents tell me to do the following:

Example: Brush your teeth after meals.

1. ____.
2. ____.
3. ____.

II. Write three things your parents generally tell you not to do.

My parents tell me:

Example: Do not to throw rubbish on the ground.

1. ____.
2. ____.
3. ____.

III. Check with your partner.

Do your parents tell you the same things?

Note for Teachers: Explain the task with an example from your own personal experience.

2.3:Language Practice

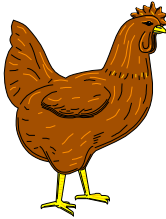
By the end of this section, the students will be able to:

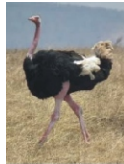
- Recall the rules for the use of a and an.
- Choose between a and an.

Using A and An.

***"a"* and *"an"* are articles. They are used before singular common nouns.**

Use 'a' before a word which begins with a consonant letter or a consonant sound.

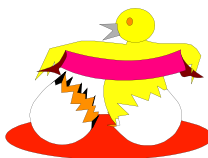
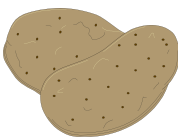
A hen ate a nut.

Use 'an' before a word which begins with a vowel letter or a vowel sound

An ostrich laid an egg.

Write "a" or "an" as appropriate to complete the following sentences.

1. ______ potato has ________ eye but it cannot see with it.

2. Jamil wanted ________ apple.

3. ______ elephant can eat _____ peanut, but it will still be hungry.

4. I saw ______ egg in the nest. _______ little bird came out of it.

2.3: Language Practice

Items: Singular and Plural Nouns:

For nouns that end with s, x, ch or sh, add [es] to name more than one.

Fill in the blanks with the correct singular or plural words:

1. I had one ________ of milk and two __________ of juice. (glass/glasses)

2. There were three ________ on the table but one _________ fell down. (box/boxes)

3. All the paint __________ are in one box. (brush / brushes)

4. All the _____________ are sweet. (peach / peaches)

5. There is one ___________ on your shirt. (patch/patches)

2.4: Writing

At the end of this section, the students will be able to:

- Write a few simple sentences to describe / show sequence in a picture.

A **paragraph** is a group of sentences about one single idea. A paragraph begins with a **topic sentence** that tells the main idea.

Detail sentences support the main idea.
A **closing sentence** ends the paragraph logically and effectively.

Read this paragraph

Breakfast ← Title

Having breakfast is good for health. ← Topic sentence

Paratha is my favourite breakfast food. Mother makes the *paratha* when I am getting ready for school. It is hot and crisp and has a very nice smell. I have it with sugar or an egg. Even a plain paratha is very tasty. I have tea or milk after eating a paratha. ← Supporting sentences

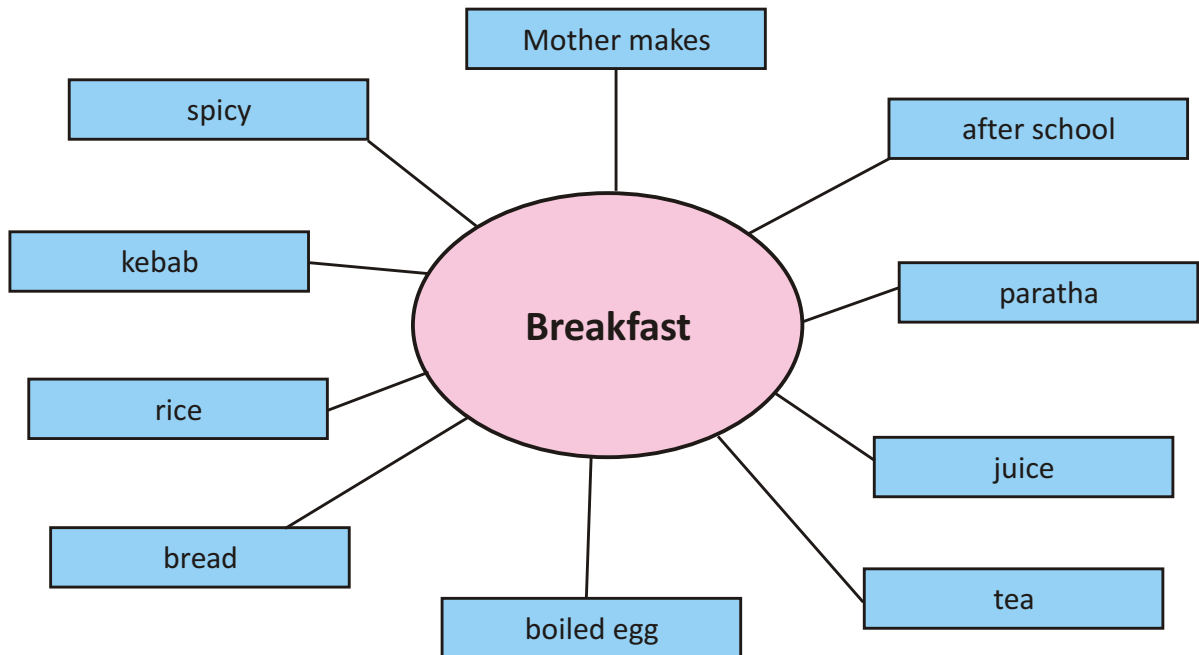
A good breakfast keeps me happy and active in school. ← Closing sentence

1. What is this paragraph about? Circle the answer.

   a) a paratha b) breakfast c) food

Note for Teachers : Explain to the children that in a paragraph, detail sentences are not on separate lines; children must check that every sentence begins with a capital letter and ends with a full stop.

2.4: Writing a paragraph

1. Look at the mind map. Put a cross mark ✘ on the supporting sentences which do not tell about the breakfast.

2. Look at your mind map and write a paragraph in your notebook.

Write the title in the middle of the first line. Write the topic sentence on the next line and the detail sentences from the third line. Write the conclusion on the last line.

Unit 3.1: Communication

Listening and responding to command.

By the end of this section, the students will be able to:

- Listen and respond to commands.
- Become aware of reckless behaviour on roads.

Waiting for school Bus

Asim: We are late. Stop that car we will take a lift.

Farah: No, it isn't safe to take a lift.

Asim: Ok. Then, walk fast.

Farah: Wait! A bus is coming.

Asim: It's the school bus. Stop it.

Farah: I will wave my hand and the driver will stop.

Note for Teachers : Read the dialogue with the class. Discuss the risks on roads. Tell the students to practice the dialogue with their partners and do role plays.

Unit 3.2: Reading

By the end of this section, the students will be able to:

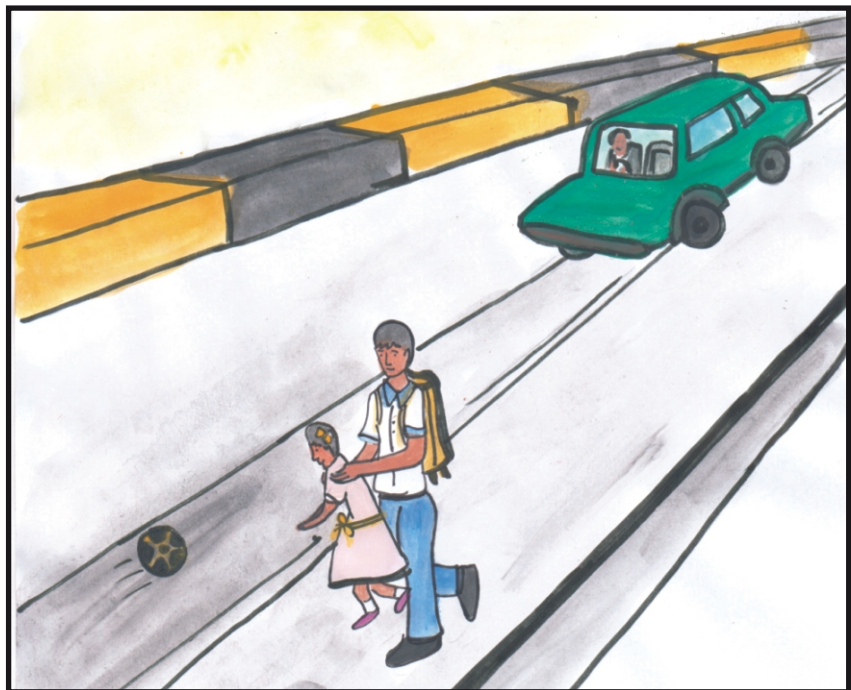
- Predict the story by looking at the pictures.
- Read aloud and pronounce new words correctly.
- Infer meaning from the context.
- Think critically to respond to the text.
- Interact with the text and guess what follows.

Pre-reading

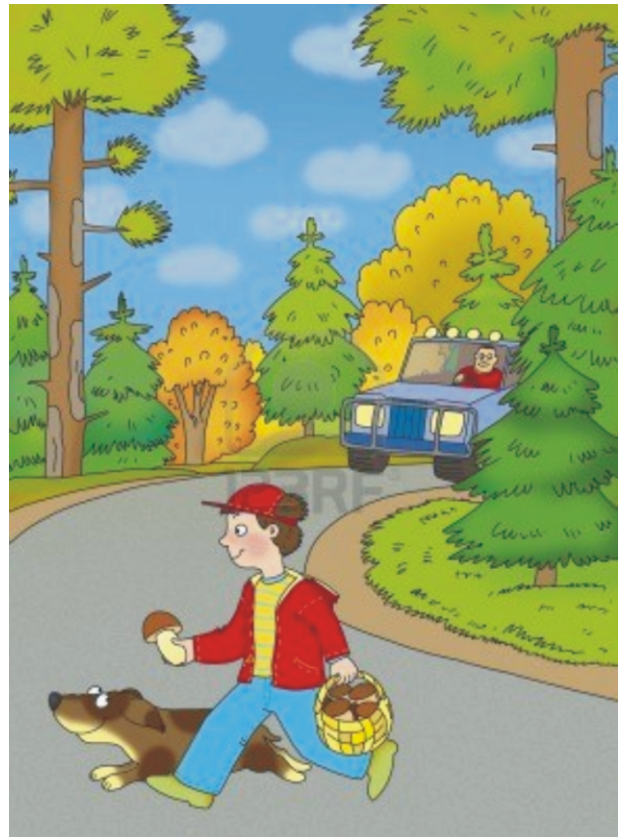
Look at the picture.
What colour are the off lights?
Where do you see them?
What do they mean?
Why is the boy holding the little girl in the picture?
What can happen to the little girl if the boy does not hold her?

Reading Text

Safety Measures

One day Sajid was going to school. He saw a little girl walking with her mother on the **foot path**. The girl had a ball in her hand. The ball fell from her hand and went rolling onto the road. The girl ran after the ball.

Unit 3.2: Reading

Sajid put his bag down and **grabbed** her just in time. A car was coming from behind them at high speed. The driver also stopped the car just in time. The girl was very **scared.** The girl's mother and the driver of the car thanked Sajid. He had saved the little girl.

As children grow up, they learn to do many things for themselves. They must also learn to keep themselves and others safe. Sajid's parents have given a **motto** to the family. The motto is SAFETY FIRST.

Note for Teachers : Read the story with the children. Discuss all the safety rules.

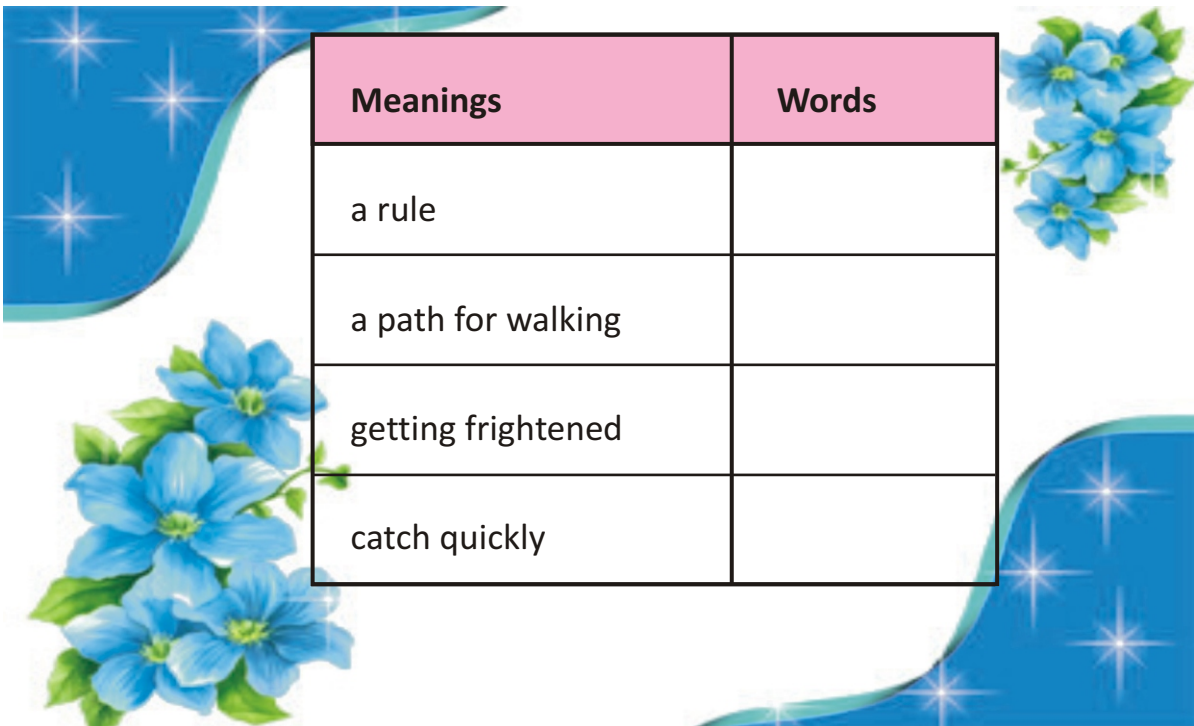
Unit 3.3: Reading Comprehension

While-reading

Activity I

1. How many paragraphs are there in the story you read? Please number each paragraph.

2. Which paragraph tells us how Sajid saved the little girl from a possible road accident?

 ____

3. Which paragraph tells us about safety rules?

 ____

4. What motto does Sajid's family follow?

 ____

II. Given below are the meanings of the highlighted words in the story. Write the words in front of their meanings.

Meanings	Words
a rule	
a path for walking	
getting frightened	
catch quickly	

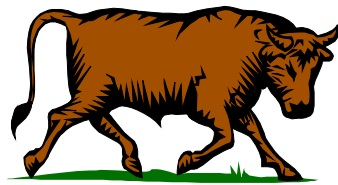
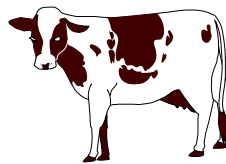
Unit 3.4: Language Practice

Masculine and Feminine Gender

By the end of this section, the students will be able to:

- Classify and change the gender of nouns from immediate and extended environment. (Masculine, Feminine and Neuter).

Look at the pictures below.

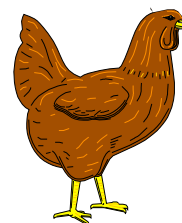
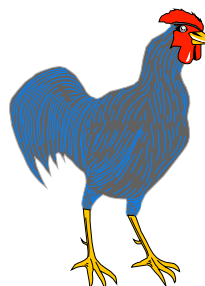
Example: man woman

bull cow

All the above words are nouns.

Note for Teachers : Tell Children that these words are nouns. We use some nouns only for masculine (males) e.g. man - boy. We use some nouns only for feminine (female) gender. e.g. woman - girl

Unit 3.4: Language Practice

1. Match column A with column B.
First one has been done.

Male	Female
man	woman
father	mother
boy	girl
brother	sister
son	daughter
uncle	aunt
grandfather	grandmother
cock	hen
cow	bull
sheep	ram
horse	mare
lion	lioness
tiger	tigress
peacock	peahen

2. Underline the male and female nouns in the sentences below and write them in the correct column:

1. The boy and girl are going to school.
2. Her father is helping her mother in kitchen.
3. My grandfather is ninety years old.
4. My grandmother tells us a story everyday.

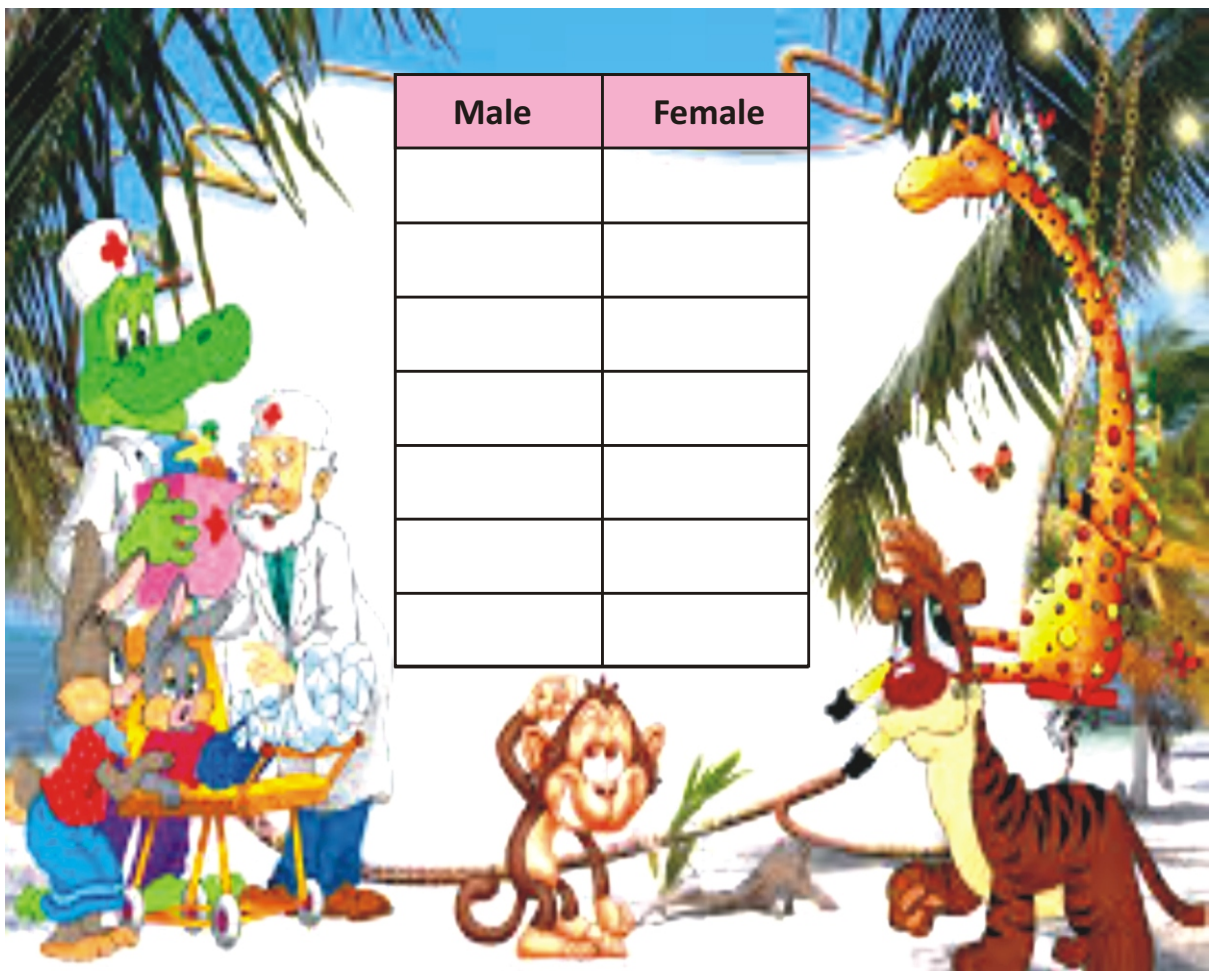
5. The hen and the cock take care of their chicks.

6. The farmer was milking a cow.

7. Uncle showed us a tiger at the zoo.

8. The lion and the lioness were in a cage.

9. A ram has horns.

Male	Female

Note for Teachers : Give the instructions with nouns which refer to masculine and feminine gender. Ask students to write nouns.

Unit 3.4: Language Practice

Plural nouns

By the end of this section, the students will be able to:

- Change the number of irregular nouns

People are enjoying themselves in the park. One **person** is reading. Some **men** and **women** are sitting in the grass. A **man** is selling ice-cream. A **woman** is looking at the **children** on the swing. A **child** is playing with a ball.

1. The words in bold letters indicate one or more than one nouns. Put them in the correct box.

	One	More than one
Example	man	men

Some nouns change into new words to name "more than one number":

Unit 3.4: Language Practice

2. Match singular nouns with plural nouns to make pairs.

One	More than one
foot	women
man	children
child	geese
goose	feet
women	men

3. Write the total and a word from the 'more than one' column.

Example: 2 boys + 3 girls = 5 children

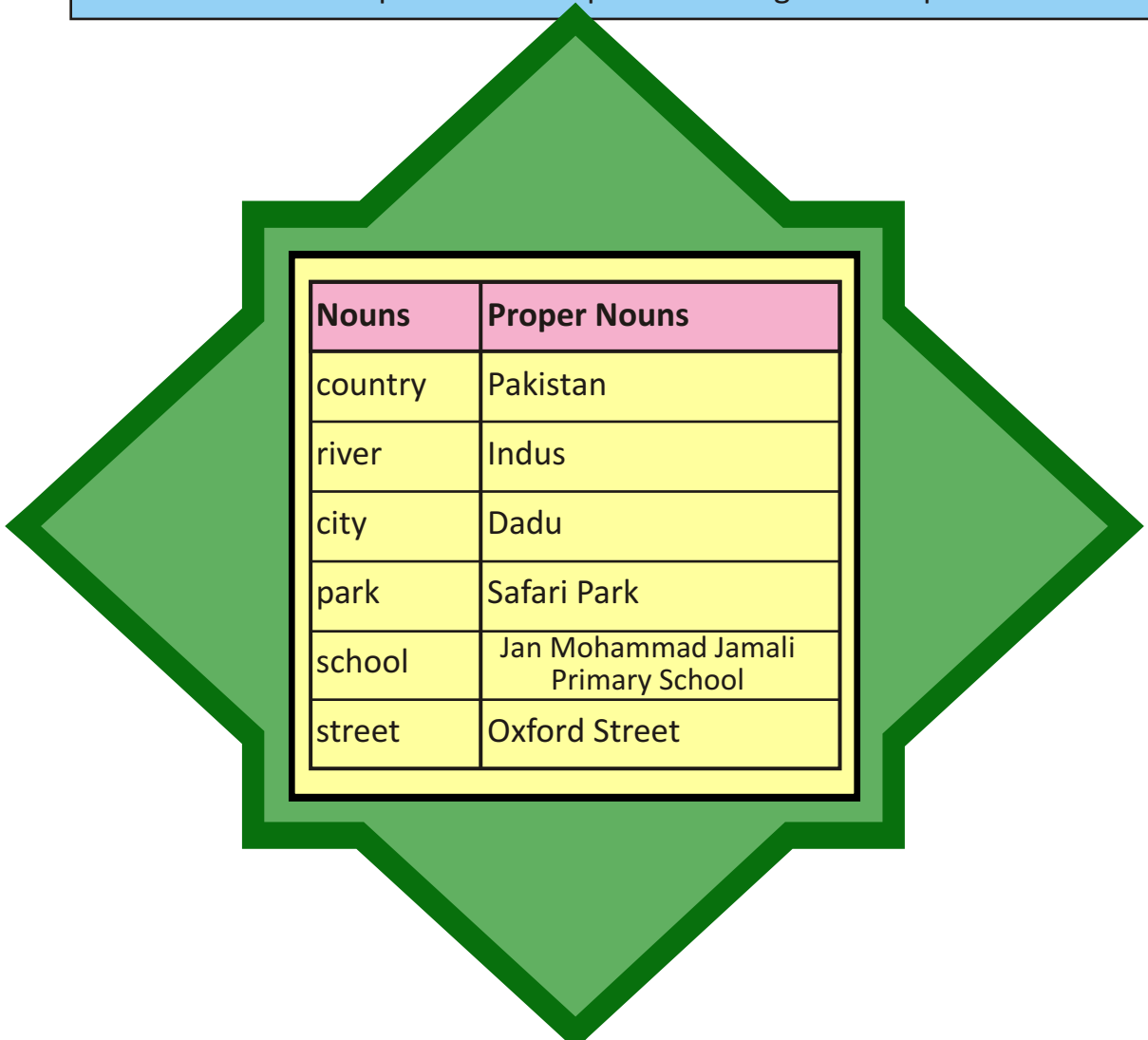
1. 3 uncles + 7 fathers

= ______________________

2. 5 grandmothers + 7 mothers

= ______________________

3. 1 white goose + 2 brown geese

= ______________________

Note for Teachers: Make sure that children pronounce 'women' correctly. Give the students practice with more activities and word lists.

3.4: Language Practice

Special Names: Proper Nouns:

People, places, animals and things sometimes have special names. Special names are called Proper Nouns. Proper Nouns begin with capital letters.

Nouns	Proper Nouns
country	Pakistan
river	Indus
city	Dadu
park	Safari Park
school	Jan Mohammad Jamali Primary School
street	Oxford Street

Activity

1. Underline the proper nouns and rewrite in your notebook with capital letters.

I love karachi. I am staying with my uncle at his house at queens road. He will take me to safari park tomorrow. We will also visit kiamari where I will have a boat-ride. My cousin will take me to his school also. He studies at jan mohammad jamali primary school.

3.4: Language Practice

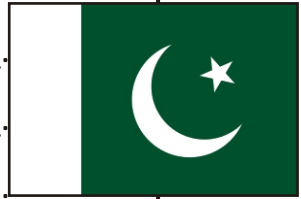
2. Write names in the following box. Begin with a capital letter.

My name: ______________________________.

My father's name: ______________________________.

My school: ______________________________.

My city/Village: ______________________________.

My country: ______________________________.

3. Names of days, months and holidays are also Proper Nouns:

Some Proper Nouns are names of days, months and holidays.

Eid-ul-Fitr comes on the 1st of Shawal.

Christmas is celebrated on the 25th of December.

4. Choose the words from the box below to complete the sentences.

Divali, Friday, November

1. Hindus have a holiday called ____________ .

2. It is celebrated in ______________ .

3. The last _________________ of Ramzan is called *Juma-tul-Wida*.

3.4: Language Practice

Countable and uncountable nouns:

Some nouns can be counted, for example one hand has five fingers. They are called countable nouns.

Some nouns cannot be counted, for example: some water, some milk. They are called uncountable nouns.

Which of the nouns given in a box are countable? Write them in the correct column in the chart below:

Countable Nouns	Uncountable Nouns

Note for Teachers : Tell children that countable nouns can be numbered. Uncountable nouns can be measured. Use **many** for countable nouns and **some** for uncountable nouns.

3.5: Writing

By the end of this section, the students will be able to:

- Write a simple narrative paragraph
- Use appropriate vocabulary and tense
- explaining a procedure

Pre-writing

Ask your partner the following questions:

What snacks do you like?

Can you make any snack yourself?

What can you make?

Read the following paragraph.

How to make a *Kabab* Roll. ← Title

A *kabab* roll is very easy to make. ← Topic sentence

To make one, you will need a fresh *chappati,* a *kabab,* some onion and tomato slices. Some butter and ketchup.

To begin, put the *chappati* on a plate. **First,** spread some butter on it. **Next,** break the *kabab* and make a line with it in the middle of the *chappati.* **After that,** put the onion and tomato slices on the *kabab*. **Finally** pour some ketchup on it and roll the *chappati*. ← Detail sentences

Your *kabab* roll is ready. Enjoy eating it. ← Concluding sentence

Now answer the following questions:

1. What is the topic sentence?

   ____.

Note for Teachers : Ask students what snacks they like and if they can make any snack themselves. Tell them that today they will learn how to make a *kabab* roll.

3.5: Writing

2. What is the concluding sentence?

   ____.

3. The detail sentences given below tell how to make a *kabab* roll. Number the sentences in a correct sequence:

   What to do with the *chappati*. ____________

   What you need. ______1______

   When to use the ketchup. ____________

   What to do with the onion and tomato slices. ____________

   What to do with *kabab.* ____________

4. Some words in the paragraph text are highlighted. They help you to understand the sequence; write those words in a sequence on the lines given below:

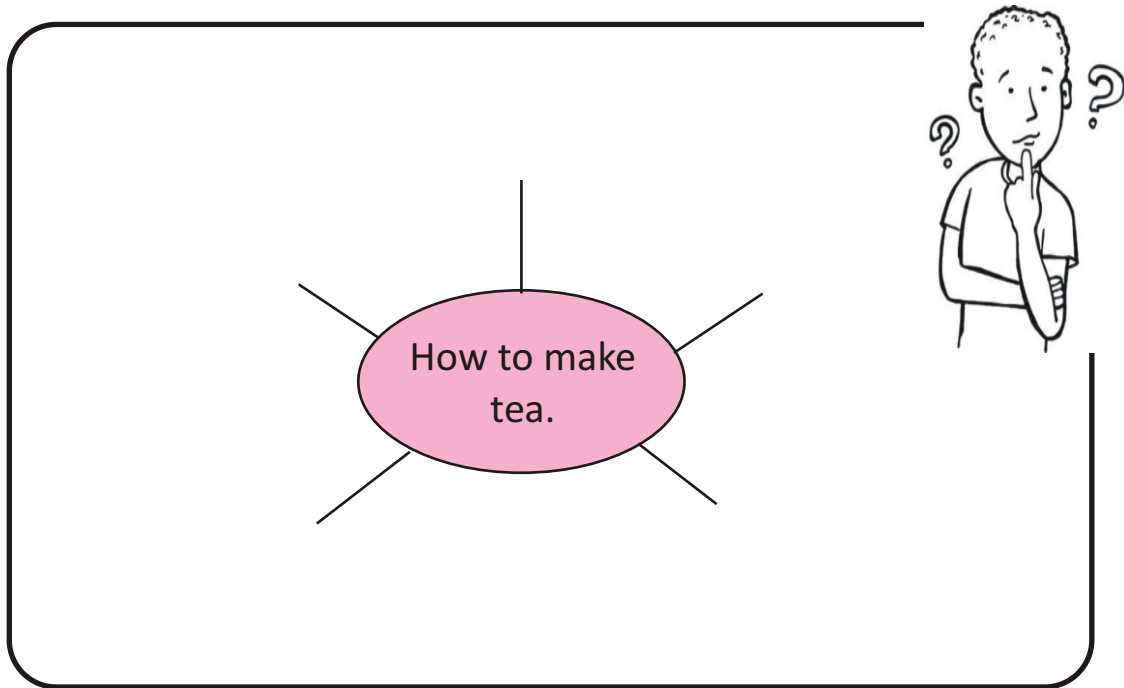
   ______First_________ ___________________

   ___________________ ___________________

3.5: Writing

Activity

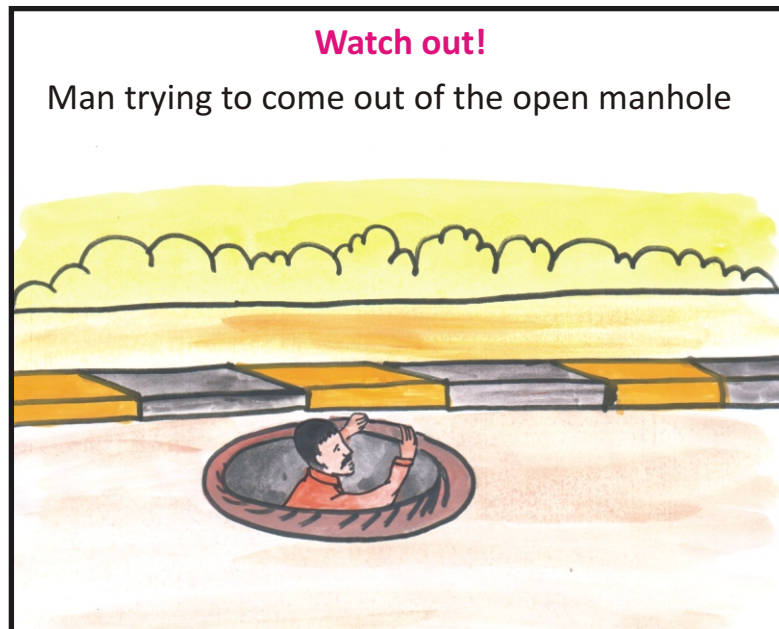
Make a mind-map about how to make tea.

Write the topic in the centre.

Now write a paragraph on how to make tea. Do not forget to use the sequence markers given in point 4.

Note for Teachers: Discuss the Kabab Roll recipe with the students. Make the mind map on the board with the help of the students. Revise the sequence markers.

3.6: (a) Fun

Make a “Safety First” poster.

Example poster:

1. Think of a danger and draw the picture of it.

Note for Teachers : Discuss the danger situations children come across. Help them think of appropriate slogans. Put up the posters in the class at the prominent places.

3.6: (b) Fun Poem

By the end of this unit, the students will be able to:

- Recite a poem with actions.

Safety First

Up the street I look to see,
If any traffic's near to me.
Down the road I look as well,
And listen for a horn or bell.

There's something coming, wait a bit,
If I run out, I may be hit.
But now the road is really clear,
No cars or motor bus is near.
I can run across the road so wide,
Hurrah! I'm safe the other side.

http://www.mamalisa.com/

1. What is this poem about?

   ____

2. Which are the rhyming words in the first stanza?

   ____

3. Which words rhyme with bit, clear and wide?

   ____

Note for Teachers : Read the poem aloud with expression and action. Read the poem with the children. Ask the questions orally. Tell the children to memorize the poem.

Unit 4.1: Oral Communication

Offer and respond to greetings.

By the end of this section, the students will be able to:

- Offer and respect to greetings

Greetings and Festivals
Oral Practice

Eid Mubarak Asad.
Happy Eid, Ahmed.

Happy Divali Sita.
Happy Divali, Mohan.

Happy Christmas, Mary.
Happy Christmas, Jim.

Happy Nauroz, Anosha.
Happy Nauroz, Feroze.

Note for Teachers: Talk about how different Pakistanis celebrate their festivals and how they greet each other let the children practice the dialogues using other names.

Unit 4.2a: Reading

By the end of this section, the students will be able to:

- Predict some words that might occur in the text by looking at the pictures.
- Locate specific information to answer short questions based on the text.
- Use context to infer meaning.
- Relate what is read to their own context.

Pre-reading

Sit in groups of four and ask each other.
What do you do in the month of Ramazan?
What happens when the Ramazan ends?
What do you do on Eid day?
Share your information with the class.

Reading text

Pakistani Festivals

We Pakistanis are very fun loving people. We celebrate many festivals.

Mohan and Sita celebrate Divali. They celebrate Divali on the 27th of Asoo. It is on the 3rd of November this year. They wear new clothes. They go for puja. They light clay lamps in their homes. They enjoy themselves with dancing and fire works. They wish 'Happy Divali' to their relatives and friends. They give gifts and sweets to each other.

Note for Teachers: Teacher will ask students what they do in the month of Ramazan. What happens when the month ends and how they celebrate the end of Ramazan and how other religions people celebrate festivals

4.2b: Reading Festivals in Pakistan:

Anusha and Feroz celebrate Nauroz. It is on the 21st of March. It is the festival of spring. Children dress in new clothes. They visit relatives and friends. They wish 'Happy Nauroz' and give gifts and sweets to each other.

Amna and Asad celebrate Eid. It comes after Ramzan on the 1st of Shawal each year. Children wear new clothes. They say Eid Mubarak and get Eidi. They visit relatives and friends. They give gifts and sweets to each other.

Mary and Jim celebrate Christmas. Christmas is on the 25th of December each year. They decorate a Christmas tree with lights. They visit friends and relatives. They put gifts under the tree for their family and friends. They get many gifts and sweets.

Note for Teachers: Ask children to look at the pictures on the page and guess what is being celebrated. Read aloud each paragraph and ask oral questions about it. Do only one paragraph only in one period.

4.2b: Reading   Festivals in Pakistan:

Reading

While reading

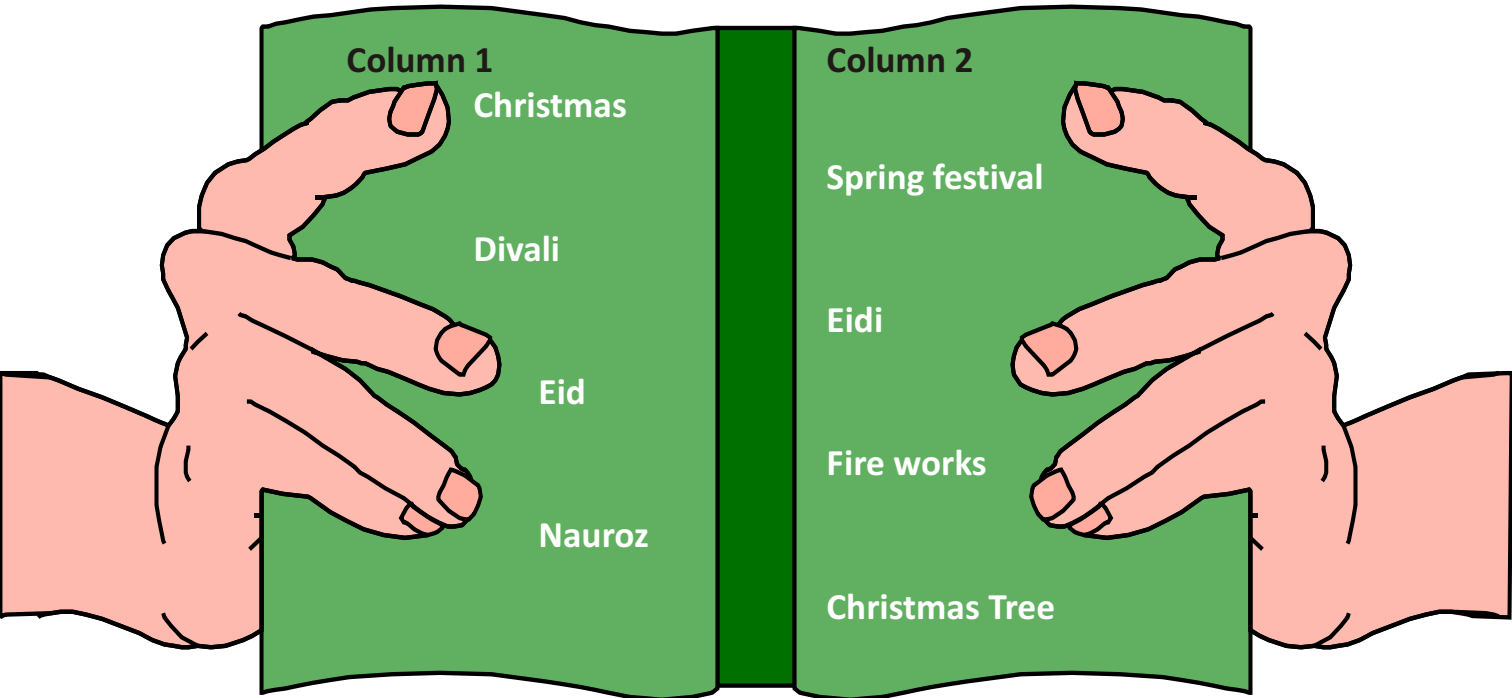
Activity

1. **Draw a line to join the names with the festivals they relate to:**

4.2b: Reading Festivals in Pakistan:

2. What people do on Pakistani festivals?

Join words in column 1 with their matching words in column 2.

Column 1	Column 2
Christmas	Spring festival
Divali	Eidi
Eid	Fire works
Nauroz	Christmas Tree

3. Who celebrate the festivals and which festivals they celebrate? Match Column 'A', 'B' and 'C'.

Paragraph No	Names	Festivals
Paragraph 1	Mohan and Sita	Chritians
Paragraph 2	Anusha & Feroz	Devali
Paragraph 3	Mary and Jim	Eid
Paragraph 4	Amna and Asad	Nauroz

4.2b: Reading Festivals in Pakistan:

Post reading

There are some things that all the children do on their festivals.

What do all the children do on their festivals?

Join with a line.

get Eidi

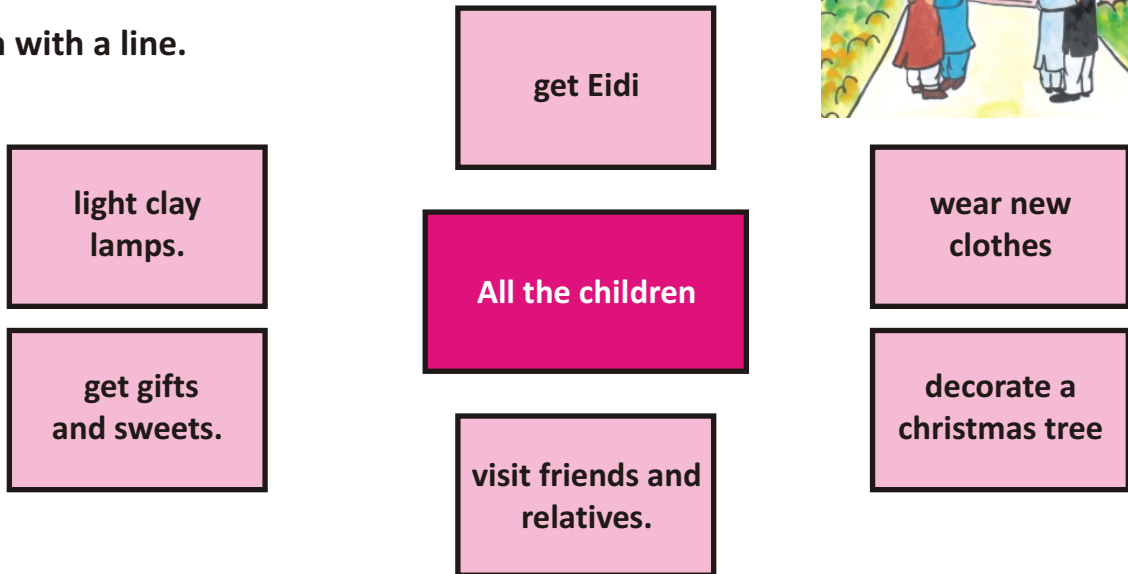
light clay lamps.

All the children

wear new clothes

get gifts and sweets.

decorate a christmas tree

visit friends and relatives.

4. Words to learn

Read the following words and learn the spelling for dictation.

Eid	Divali	Nauroz	Christmas
exchange	Puja	happy	eidi
celebrate	festival	relatives	decorate

Complete the following words:

___ ___ change fes ___ ___ val

ce ___ ___ ____ rate d__ co ___ ___ te

Note for Teachers: Give dictation to the students. Ask students to check the spelling of their partners.

4.3: Language Practice

Writing dates of special days.

By the end of this unit, the students will be able to:

- Use appropriate sentence structure for telling and writing dates in a written text
- Revise ordinal numbers

Did you know?

Eid is on the **1st** of Shawal.

Nauroz is on the **21st** of March.

Divali is on the 27th of Asoo.

Christmas is on the **25th** December.

We write the dates with ordinal numbers.
Example: 1st (first), 2nd (second), 3rd (third), 5th (fifth)

Activity.

I. Read the text and complete these sentences.

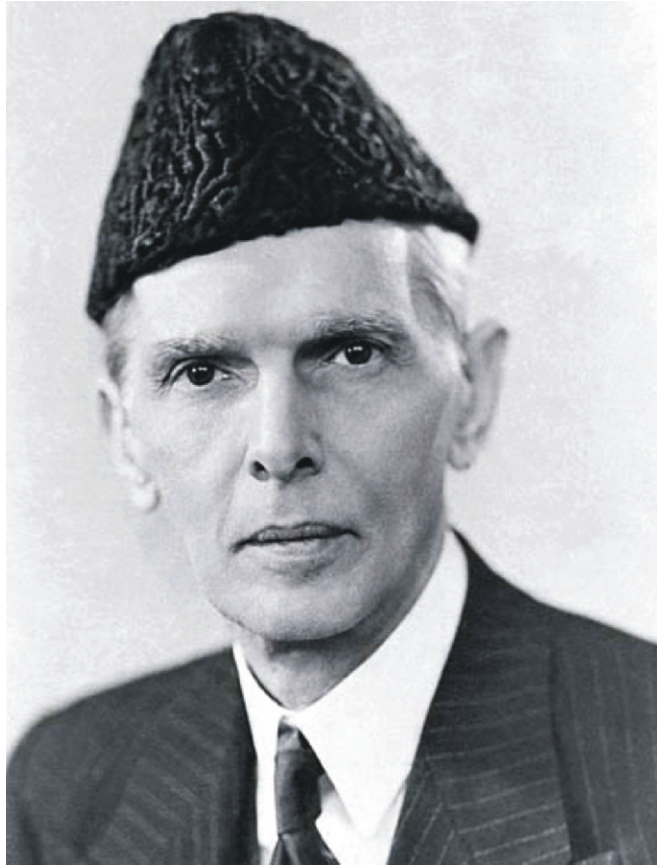
Eid is on the _____________ of Shawal.

Nauroz is on the ___________ of March.

Divali is on the ___________ of Asoo.

Christmas is on the __________ of December.

Note for Teachers: Introduce students all kind of calendars.

4.3: Language Practice

II. Add events, dates by seeing the calendar.

First one has been done.

Example: Pakistan day? 14th August.

1. Quaid-e-Azam's birthday ____________________.

2. New Year day ____________________.

3. Your birthday ____________________.

Note for Teachers : Revise ordinal numbers. Make the children stand in a queue and you call out: Who is first? Second? And let the children raise their hand accordingly.

A Letter to a friend.

By the end of this section, students will be able to:

- Read short notes written for selected purposes
- Write short notes of their own to friends and family members.
- Revise written work for layout, legibility and punctuation.

Read this letter and answer the questions.

10th October, 2017

Dear Anusha,

I am very excited. Soon it will be Eid. Mother has made new clothes for Asad and me. I have presents for everyone. Asad and I have saved our pocket money. We will give Eidi to Sabra. She helps Mother in the house. We are making Eid cards for our friends. I will send one to you.

Love,
Amna

I. Activity

1. Who has written this letter?

   ____________ has written this letter.

2. Who is the letter for?

   The letter is ________ _________.

4.4: Writing

3. When did Amna write the letter?

   She wrote the letter _______ _______.

4. What is the letter about?

   The ________ is about _________.

5. How does she start the letter?

   She starts the letter with ________ _______.

6. How does she end the letter?

   _______ ______ the letter with: Love, Amna.

Note for Teachers: Let the children read the letter silently. Point out the form and position of the date, the greeting, the body and ending. Ask the questions orally before they write in their books

4.4: Writing

II. What will you do for Eid/Divali/Nauroz/Christmas? Write a letter about it to your friend.

III. Look over your letter. Check if all the parts of the letter are there. Check your capital letters and full stops. If you are not sure, ask your partner.

Note for Teachers: Revise the format of the letter with the children. Remind them about the place and form of the date, the greeting and the closing of the letter.

4.5: Poem

By the end of this section, the children will be able to:

- Recite the poem with actions.

What is the poem about?

Which word rhymes with fast?

Which word rhymes with “Eidi”?

Which word rhymes with 'all'?

Note for Teachers: Read the poem aloud with expression and rhythm. Read the poem with the children. Ask the questions orally.

Unit 5.1: Oral Communication.

By the end of this section, students will be able to:

- Express opinions in simple sentence.

National Hero

Salman: Who is a hero?

Jaffer: Someone who does something outstanding.

Salman: Do heroes get prizes?

Jaffer: They get honour and sometimes awards.

Salman: Who is your hero?

Jaffer: My hero is Rashid Minhas Shaheed.

Note for Teachers : Read the dialogue with the students. Let them practice in pairs and present role plays. Tell them to substitute the name of any other hero if they wish.

5.2: Reading

By the end of this section, students will be able to:

- Predict some words that might occur in the text by looking at the pictures.
- Locate specific information to answer questions based on the text.
- Provide the missing words in a gapped summary.

Pre reading

Can you fly a kite?

Can you fly an aeroplane?

Who flies an aeroplane?

Do you know any famous pilot?

Can you guess the name of the pilot in this picture?

Reading text

Rashid Minhas Shaheed, *Nishan-e-Haider*

Even when he was a little boy, Rashid Minhas loved stories about flying aeroplanes. His hobby was collecting different kinds of model aeroplanes.

Rashid Minhas was born in Karachi on the 17th of February 1951. After completing his studies, he joined the Pakistan Air Force and started his training as a GD pilot.

It was the 20th of August, 1971, and the time was 11.00 am. Rashid was about to take off in a T-33 plane for his second solo flight. Just then his instructor climbed

Note for Teachers : Read the story to the students. Ask some of them to read it aloud ask the questions orally before the students write them.

into the plane. When the plane took off, the instructor turned it away. Rashid realized that the plane was being hijacked. He fought very bravely to get control of the plane. The plane crashed about 51 kilometers from India. Both Rashid and the instructor were killed.

Rashid gave his life for his country. He was awarded the highest military award, the 'NISHAN-E-HAIDER' . He was the youngest Pakistani to get this award. The airforce base at Kamra was renamed PAF base Minhas, after his death. Rashid Minhas Road at Karachi, is also named after him. In December 2003, the Pakistan Post printed a two-rupee postage stamp with his picture on it.

Pakistan is proud of Rashid Minhas Shaheed, Nishan-e-Haider, for his bravery and sacrifice.

Comprehension

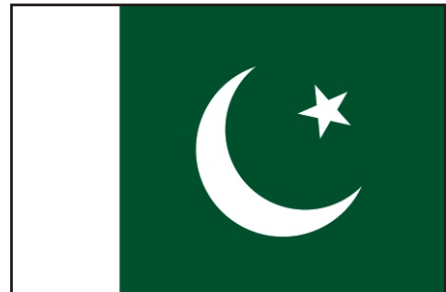
While reading

1. What happened on these dates?

   17th of February 1951: ______________________________.

   20th of August, 1971: ______________________________.

2. What kind of stories did Rashid Minhas like?

   ____.

5.2: Reading

3. What was his hobby?

____.

4. What is T-33?

____.

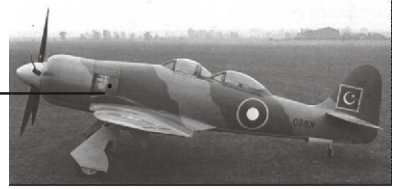
5. Why did Rashid get Nishan-e-Haider?

____.

6. How was he honoured after he died?

1. ____

2. ____

3. ____

7. Fill in the blanks.

When Rashid Minhas was a little boy, he read stories about __________ and collected _____________ aeroplanes.

He was born in _____________ .

He joined the Pakistan _______ Force and became a ____________.

He was very brave and was awarded the ___________ -e- Haider.

8. Activity

Join the words with their meaning.

hobby	changed the name
solo	taken away by force
hijacked	alone
award	plane leaves the ground
take off	favourite pastime
renamed	an honour

5.2: Reading

9. Activity

1. Find out the name of the first person to get the Nishan-e-Haider.

____

2. Paste stickers of the Nishan-e-Haider and the first person who received this award.

__________________ __________________

Unit 5.2 a: Professions

Rashid Minhas Shaheed was a pilot by profession. Below is a list of professions. Join with lines professions with matching pictures to show who does what.

Who am I?

1.	I take care of your teeth.	Baker
2.	I sell meat.	Doctor
3.	I fly aeroplanes.	Farmer
4.	I make bread and cakes.	Pilot
5.	I grow crops in a field.	Teacher
6.	I try to cure you when you are ill.	Dentist
7.	I take care of animals in the zoo.	Butcher
8.	I defend my country.	Zoo keeper
9.	I teach you to read, write and be a good citizen.	Soldier

Unit 5.2 b: Reading

Words to Learn

Anagrams

By the end of this section students will e able to make anagrams from simple on syllable words

I. Read the words in the box below and learn their spelling for dictation.

pilot	hobby	aeroplane
model	February	August
instructor	hijack	December

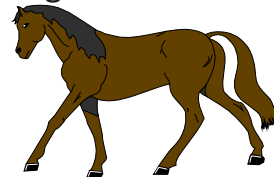
II. Make new words by rearranging the letters of the underlined words.

Example: Turn <u>eat</u> into a hot drink: Eat Tea

1. Change **<u>meat</u>** into a group of players. ________

2. Change **<u>earth</u>** into the most important organ in your body. ________

3. Change **<u>pat</u>** into something from which you can get water. ________

4. Change **<u>shore</u>** into an animal you can ride. ________

Note for Teachers : Anagrams are new words made by rearranging the letters of words e.g. tea and eat.

Unit 5.3: Language Practice

By the end of this section, students will be able to:

- Use simple present tense for habitual actions and timeless and universal statements.

My Morning Routine

My name is Kashif.
Our home is a busy place in the morning.
Father and mother get up early.
They say their prayers. They wake us up at 6 o'clock. Mother makes breakfast. Father goes to buy things to eat.
My sister Marya and I wash up and say our prayers. Then we get ready for school.
We all have breakfast together.
We walk to school. Our school starts at 7.30.
We see the rising sun and the flying birds.
Cool breeze blows. Everyone is happy.

Note for Teachers: Tell the children what you do every day. Help them read Kashif's story.

Unit 5.3: Simple Present Tense

Activity I

I. Write down two things Mother, Kashif and Marya do every morning.

Example:

1. Father gets up early in the morning.
2. He buys things to eat.

Mother:

1. ______________________________
2. ______________________________

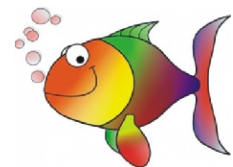
Kashif and Marya

1. ______________________________
2. ______________________________

Activity II

Some things happen all the time, everywhere.

a. Join with a line and make correct sentences.

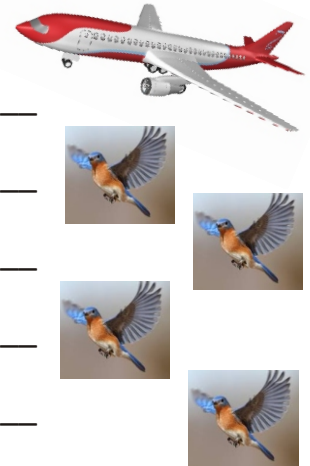
Birds	blows
Fish	shines
The wind	fly
The sun	swim
A dog	barks

Note for Teachers: Tell the students the ''does not'' is used with he/she/it and any singular name but 'do not' is used with I, we, you, they and plural nouns.

Unit 5.3: Simple Present Tense

Activity III

Write some routine action sentences on the blank lines below. Follow the example sentence given in bold lettering:

Example: Birds fly.

1. ____
2. ____
3. ____
4. ____
5. ____

Activity IV

What is your routine after school? Write it down.

Example: I change my clothes.

1. ____
2. ____
3. ____
4. ____
5. ____

5.4: Writing

Developing a story from an outline.

By the end of this section, the students will be able to:

- Identify the basic elements of a story: beginning,
- middle and end. Characters, place and time
- Write a guided story using these elements.

Pre-writing

Read the outline below:

Hungry dog __ steals a piece of meat __ runs away __ crosses a bridge __ sees reflection __ thinks another dog with meat __tries to get the meat __ loses his own __ Moral: Don't be greedy.

Read the story:

A hungry dog stole a piece of meat from a butcher's shop. It ran away with the meat in its mouth. As it crossed a bridge, it saw its reflection in the water. It thought it was another dog with meat in its mouth. it wanted the other piece of meat also. It opened its mouth to grab the other piece of meat. The meat in its mouth fell into the water and was lost. The dog remained hungry. Moral: Don't be greedy.

Writing

Read the following outline and develop a story from it:

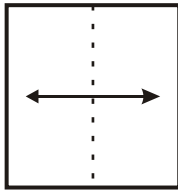
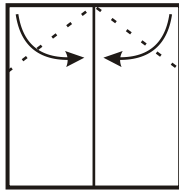
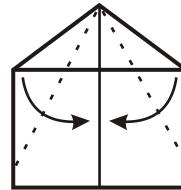
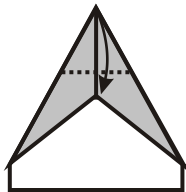
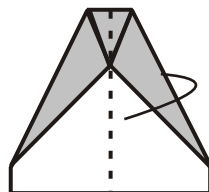
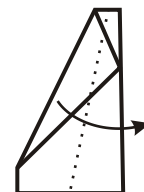
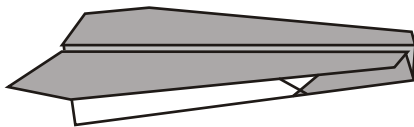
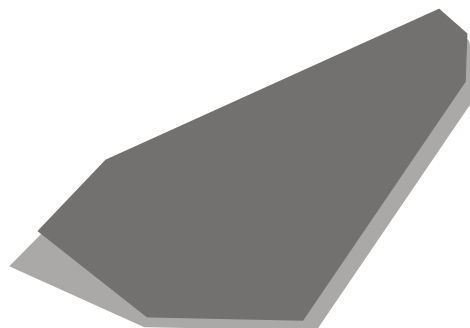
Village boy wearing a red shirt __ hears a loud bang __ train track blown up __ hears a train in the distance __ runs toward the train waves his shirt __ train stops __ saved! **Moral: Be alert.**

Note for Teachers : Ask the children to name the main character in the first story. How does the story begins and how it ends. After writing their own story, they must check their punctuation and spelling. Then exchange their work with their partners and check their spelling and punctuation. After that they should rewrite the story neatly.

5.5: Fun

Some Fun

A Paper Glider

Follow steps 1 to 7 to make a paper glider.

1. Find the centre of the sheet.

2. Fold at the dotted line.

3. Fold again

4. Turn the top inside.

5. Fold the side inward.

6. Fold the other side.

7. The glider is ready.

A finished glider

Source: English for Grade 3. National Book Foundation.

Note for Teachers : Explain to students the concept and meaning of a "Glider"

Unit 6.1: Communication

By the end of this section, the students will be able to use formal expression

- Agreeing and disagreeing politely.

A Bus Travel

Student: Miss, may I sit on the front seat please?

Teacher: Yes, you may.

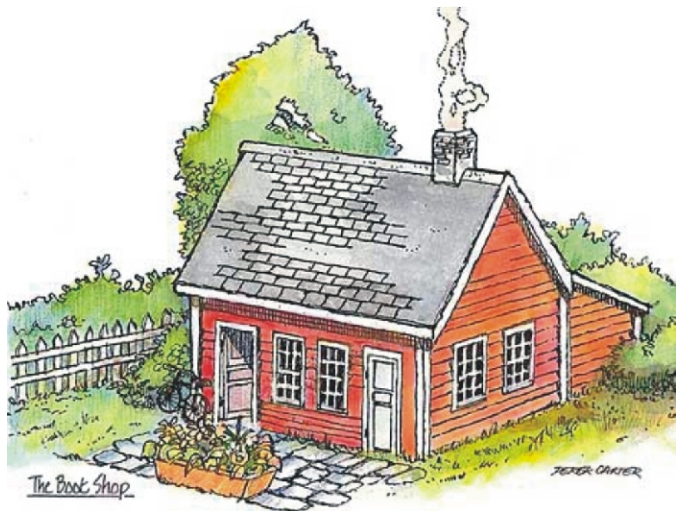
Student: Miss, may I sit with the driver!

Teacher: No. It isn't safe.

Student: Miss, please, may I sit next to the window?

Teacher: Yes, you may.

Student: Thank you, Miss!

Teacher: You are welcome.

Note for Teachers : Let children practice the dialogue in pairs and present role plays.

6.2 a: Reading Comprehension

Months of the Year

By the end of this section, the students will be able to:

- Locate specific information in a calendar or a a timetable reading across and down.

Read this poem about the months of the year.

Thirty days have September,
April, June and November.
All the rest have thirty one,
Except for February alone,
Which has but twenty eight days clear,
And twenty nine in each leap year.

I. Now, in the list given below, write the number of days each months has:

January	February	March
________________ days	________________ ___________days in a leap year	________________ days
April	**May**	**June**
________________ days	________________ days	________________ days

6.2 b: Reading

July	August	September
______________ days	______________ days	______________ days

October	November	December
______________ days	______________ days	______________ days

Note for Teachers: Show children a calendar to learn the sequence of the months.
Tell them to read the text, pronounce the words correctly and learn the spellings.

6.2 c: Months of the Year

Activity

I. Complete the following sentences by filling in the blanks.

1. The first month of the year is ________________.
2. The _____________ month of the year is February.
3. The third month of the ___________ is ____________.
4. The ___________ _____________ of the year is April.
5. The fifth ___________ of the ___________ is May.
6. The _________ _________ of the year is June.
7. The seventh _________ of _________ _________ ________ _________.
8. The eight _______ ________ _________ _________ _______ _________.
9. __________ __________ ___________ of the year is September.
10. The tenth ________ ________ ________ _________ ________ ________.
11. The eleventh ________ ________ ________ ________ _______ _______.
12. The ________ ________ ________ _________ ________ ________ _______.

Activity

II. Answer the following questions by writing the names:

1. What is the day today? __________________.
2. Which month is it now? _________________.
3. Which is the first month? ________________.
4. Which is the last month? ________________.
5. In which month is Pakistan Day? ______________.
6. In which month is your birthday? ______________.

6.2 d: Reading

Time

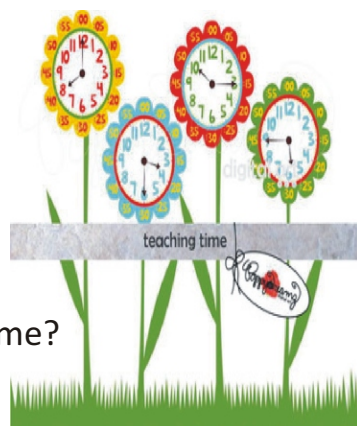
Telling the time.

Prepositions of time.

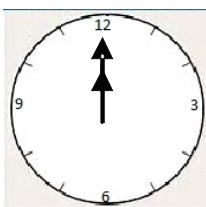
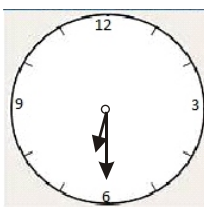
By the end of this section, the students will be able to:

- Locate specific simple information in a clock.

Riddle: What has a face, two hands and tells the time?

Answer: ____________________.

This is a clock face.

The small hand tells hours, the big hand tells minutes and the thin hand ticks seconds. One hour has 60 minutes.

1. When both hands are on twelve, the time is 12:00 o'clock.
2. When both hand are on six, the time is half past six.
3. When the small hand is between 12 and 1 and the big hand on 6, it is half past twelve.
4. When the small hand is on 1 and the big hand is on 12, the time is one O'clock.

1

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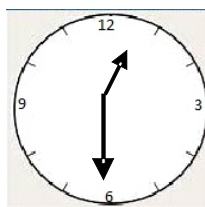
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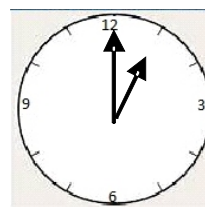
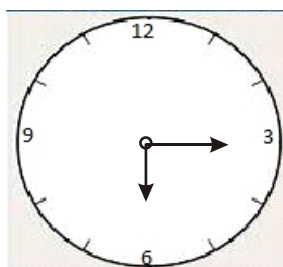
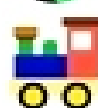
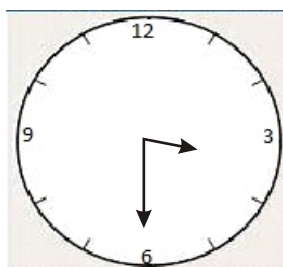
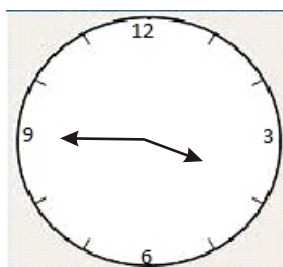
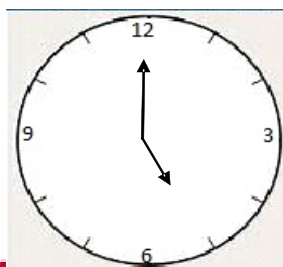

Note for Teachers : Demonstrate the time on a big model clock with moveable hands. You can make a card board clock yourself.

6.2 e: Reading

What is the time? Write it next to the clock.

Unit 6.3 a: Language Practice

Use of was and were (Simple Past Tense)

By the end of this section, the students will be able to:

- Use simple past tense for completed action and with or without mentioning of specific time.

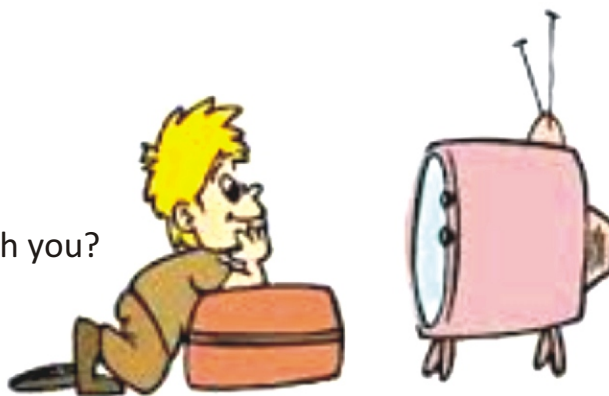
Read the questions below and their answers:

1. Where **were** you yesterday?
   I **was** at home.

2. **Were** you sleeping?
   No, I **wasn't**.

3. **Were** you watching T.V.?
   Yes, I **was**.

4. **Were** Bilal and Marya with you?
   No, they **weren't**.

5. **Was** Jamil with you?
   Yes, he **was**.

We use **the past tense** to talk about things which happened in the past.
We use **was** and **were** to talk about the past.

We use short forms **wasn't** for was not and **weren't** for were not.

Note for Teachers: Ask students where they were the previous day, on Sunday, in the morning.

6.3 b: Simple Past Tense; was, were.

Activity

1. Read sentences from the table, using “was” or “were”.

I		at school yesterday.
Sana	was	
She		at a picnic last week.
We		
They	were	at home in the evening
Beena and Bilal		
You		Lahore last month.

2. Complete the following sentences with “was” or “were”:

1. I _______ at the zoo last Saturday.

2. Beena and Bilal _______ with me.

3. Sana _______ not with us.

4. _________ Sana at the park on Saturday?
   Yes, she __________.

5. _________ many people at the zoo?

6. __________ you tired in the evening?
   No, I ______________.

Note for Teachers: Do the activity 1 orally. Teach the students to pronounce the short forms correctly.

Verbs that tell about the Past.

By the end of this section, the students will be able to:

- Use past tense of regular verbs to tell about the past
- Form past tense of verbs by adding ed

Read the sentences. The bold words tell about what happened last Friday.

There **was** no light last Friday.

I **did** my home work in candle light.

My little sister was **scared**.

I **played** with her after I **finished** my work.

Many past tense verbs end with **ed**.

Activity

1. The words in the box below tell about the present and the past.

laugh	scared	scare	played
finished	play	laughed	finish

2. Make a list of the present tense verbs. Then write the past tense of the verbs in the following clumns.

	Present	Past
1.	laugh	laughed
2.		
3.		
4.		

3. Complete each sentence by filling in a past tense verb from the list:

The kittens __________ all the milk.

They __________ with a balloon.

The balloon burst and it ________ the kittens.

It was funny, we all __________.

Note for Teachers : Give more practice with past tense of regular verbs.

More Verbs that tell about the Past

Read the following sentences the bold words are regular verbs.

1. Farah **planned** shopping with her father yesterday.
2. She **purchased** a story book and a pair of socks.
3. Her father **looked** some tools for his workshop.
4. He **paid** for the tools.
5. Farah **counted** her items.

Exercise 1.b

Write the past tense form in past tense column by adding ‘d’ , ‘ed’ and ‘ied’

S.No.	Present Tense	Past Tense
1.	dance	
2.	bathe	
3.	intend	
4.	struggle	
5.	detect	
6.	convey	
7.	scold	
8.	paste	
9.	blame	
10.	roar	

More Verbs that tell about the Past

1c. Now write present and past tense verbs side by side in your notebooks.

	Present	**Past**
Example:	**go**	**went**

1.
2.
3.
4.
5.
6.
7.
8.
9.

2. Answer the following questions.

Example: What did you eat for breakfast in the morning?

I ate a paratha.

1. What did you drink at lunch time?

   ____ .

2. When did you go shopping?

   ____.

3. What happened when Sara opened the parrot's cage?

   ____.

4. When did you leave for school?

   ____.

5. When did the school bell ring?

   ____.

Note for Teachers: Make the students learn the spellings of the verbs. Do exercise 2 orally so that students focus on the past tense verb.

Unit 6.4: Writing

By the end of this section, the students will be able to:

- Write guided informal invitation to a friend or family member to demonstrate the use of the following conventions.
- Purpose, date and time, name of addressee and sender

Pre-writing.

How do you invite your friend for a special day like Eid or your birthday.

Read the letter of invitation in the box below:

> **House No. 25,**
> **High Street, Karachi.**
> **5th August 2014.**
>
> **Dear Sara,**
> **Please come to an Eid Party at my house on 10th August.**
> **It will be from 4 0'clock to 6 0'clock.**
> **I will be very happy if you can come.**
>
> **Your friend,**
> **Sana**

Answer the questions that follow:

1. Who wrote this letter?

   ____

2. Why did she write this letter?

   ____

3. Where is the party going to be?

   ____

4. At what time will it start?

   ____

5. At what time will it end?

   ____

6. Write a letter in your notebook, inviting a friend to your birthday party.

Note for Teachers : Revise the format of a letter with the class. Elicit from them the position of date, time, venue, name of addressee and sender

6.5: Fun

The School Room Clock

There's a neat little clock,
In the school room it stands.
And it points to the time.
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

1. **Read the poem aloud.**
2. **Learn it by heart.**

Draw a picture of clock and colour it:

Prepositions

My Glasses

Where are my glasses?

Where, oh where?

On the table or under the chair?

Near the window or near the door?

In my pocket or on the floor?

I’m looking here! I’m looking there

Where are my glasses?

Where, oh where?

Oh! Here they are!

(Source is Useful rhymes for Learners of English by Michael West)

Three in a row.

In each puzzle, find three words are the same family. Draw a line through the words. First one has been done.

Example:

hockey	ball	bat
pen	football	goal
boot	chair	cricket

1.

mango	carrot	juice
chips	apple	candy
arm	lolipop	banana

2.

yellow	blue	red
paints	brush	box
book	picture	crayon

3.

leaf	day	coat
hot	wind	ball
arm	leg	foot

4.

button	class	spring
socks	winter	food
summer	toys	book

Circle the answers.

1. The words in puzzle 1 are names of snacks, fruits, vegetables.
2. The words in puzzles 2 are names of things, stationery, colours
3. The words in puzzle 3 are names of body parts, clothes, weather.
4. The words in puzzle 4 are names of weather, seasons, things

Note for Teachers: Explain the activity with the help of the example at the top.